

DOCUMENT RESUME

ED 089 003

95

CE 001 041

AUTHOR Calhoun, Olivia H.
TITLE Teacher's Manual for the Career Development Curriculum Guides, 7th and 8th Grades.
INSTITUTION District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.; Metropolitan Educational Council for Staff Development, Washington, D.C.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE [72]
NOTE 70p.; For the Washington, D.C., Career Development Exemplary Project itself see CE 000 906
EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Career Education; Class Activities; Community Resources; Counselor Role; Curriculum Guides; Educational Philosophy; *Grade 7; *Grade 8; Human Resources; Information Dissemination; *Occupational Clusters; Program Development; Teacher Role; *Teaching Guides
IDENTIFIERS *Career Development; District of Columbia

ABSTRACT

To help teachers make effective use of ten curriculum guides in career education for the seventh and eighth grade levels, the manual comments upon several topics: the career development philosophy, the basic ingredients of the D.C. program, the roles of the classroom teacher and the guidance counselor in the program, and the setting for the program's implementation. The manual also describes the characteristics and organization of the guides. Suggestions for planning ahead include a ten-page Grade 7 outline plan for implementing module 1 (a career cluster). Methods of introducing the curriculum to students and parents are discussed, and the importance of involving the community in classroom activity is stressed. The document concludes with chapters on career development activities and the evaluation of student learning. The ten curriculum guides are divided into clusters: consumer and homemaking (CE 001 042); communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)



TEACHER'S MANUAL
FOR THE
CAREER DEVELOPMENT
CURRICULUM GUIDES,
7TH AND 8TH GRADES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

415 12th Street, N.W.
Washington, D. C. 20004

DEVELOPED COOPERATIVELY BY:

METROPOLITAN EDUCATIONAL COUNCIL
FOR STAFF DEVELOPMENT

1610 New Hampshire Avenue, N.W.
Washington, D. C. 20009

AND

THE CAREER DEVELOPMENT EXEMPLARY
PROJECT STAFF

Carver Elementary School
45th and Lee Streets, N.E.
Washington, D. C. 20019

CAREER DEVELOPMENT EXEMPLARY PROJECT

An
Interdisciplinary
Course of Study
for
Grades Seven and Eight

Public Schools of the District of Columbia
Hugh J. Scott, Superintendent
James T. Guines, Associate Superintendent
for Instructional Services
Paul E. Cawein, State Director
for Vocational Education

Inquiries:

Mrs. Bessie D. Etheridge, Director
Career Development Exemplary Project (K-12)
Carver School
45th and Lee Streets, N.E.
Washington, D. C. 20019

These materials were designed and tested under the provisions of
Part D of Public Law 90-576 of the Vocational Education Amendments
of 1968.

CAREER DEVELOPMENT EXEMPLARY PROJECT

Curriculum Guides Prepared by

THE METROPOLITAN EDUCATIONAL COUNCIL FOR STAFF DEVELOPMENT

Curriculum Writer/Editor: Olivia H. Calhoun

Executive Director: Elaine C. Melmed

revised 8/80
ingueva

MEMBER INSTITUTIONS

American University, Department of
Education
Antioch-Putney Graduate School
Catholic University of America
District of Columbia Public Schools
District of Columbia Teachers
College
Federal City College
Gallaudet College

The George Washington University,
School of Education
Howard University, School of
Education
Trinity College
University of Maryland, College
of Education
Washington School of Psychiatry
Washington Technical Institute

A C K N O W L E D G E M E N T S

The Career Development Curriculum Guide was developed cooperatively by the following persons:

Olivia H. Calhoun.Curriculum Writer
Joyce C. Page. Assistant Curriculum Writer
George Galloway. Principal, Evans Junior High School
Marguerite J. Pettigrew. . . . Principal, Browne Junior High School
Ellen F. Datcher.Assistant Director for Junior High Schools

CONSULTANTS

Donald H. Bullock, Ph.D.....Technical Writer.....Catholic University
Effie B. Crockett.....Home Economics.....Howard University
Rose Ann W. Elliott.....Art.....Browne Junior High School
Barbara Gregory.....Home Economics.....Federal City College
Louise C. Iannone.....Guidance.....The American University
Peter J. McCarthy.....Music.....Trinity College
Edna W. McClellan.....Social Studies.....University of Maryland
Martha Mead.....Business Education.....University of Maryland
Mary C. Rodgers, Ph.D.....Language Arts.....D. C. Teachers College
Laura Smith.....Instructional Specialist....Federal City College
Howard S. White.....Science.....McKinley High School
Lynwood F. Williamson....Industrial Arts....Browne Junior High School
Walter M. Young.....Mathematics.....Federal City College

TEACHERS

BROWNE

Annie U. Beard
Elizabeth S. Childs
Rose Ann W. Elliott
Zelmar S. Gordon
Nancy I. Harris
Lillian H. Jones
Roger B. Kyles
Neil M. LaBeach
David A. Lyons
Donald R. Moore
Evangeline S. Moore
Elnora Oxendine
Joseph M. Stills
Lynwood F. Williamson

EVANS

David J. Briles
Izzetta C. Callahan
Geraldine Cooke
Faye M. Dixon
Margaret J. Fenner
Modestine Gaynor
Edna V. Holliday
Jewyll Holliday
Marilyn Levitt
Harold B. Plummer
Harriet L. Richardson
James W. Vaughn

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

TEACHER'S MANUAL

P R E F A C E

This manual is designed to help teachers make effective use of the Career Development Curriculum Guides, Grades 7-8, written and developed by The Metropolitan Educational Council for Staff Development for the District of Columbia Public Schools.

The Curriculum Guides themselves are assembled in ten volumes, five each for 7th and 8th grades and are designed to be used by junior high schools utilizing a flexible time schedule. Each volume deals with a "career cluster," such as public service occupations and fine arts and humanities.

Many references are made in the Guides to a mini-school, which refers to the classroom organizational plan in use at Browne and Evans Junior High Schools, the pilot schools used in the development of the Curriculum Guides.

T A B L E O F C O N T E N T S

	PAGE
1. THE CAREER DEVELOPMENT PHILOSOPHY	1
2. BASIC INGREDIENTS OF THE PROGRAM IN D.C. PUBLIC SCHOOLS	2
3. THE CLASSROOM TEACHER IN THE PROGRAM	4
4. THE GUIDANCE COUNSELOR IN THE PROGRAM	4
5. THE SETTING FOR IMPLEMENTATION OF THE PROGRAM	9
6. CHARACTERISTICS OF THE GUIDES	10
7. THE ORGANIZATION OF THE GUIDES	11
8. PLANNING AHEAD	15
GRADE 7 OUTLINE PLAN FOR IMPLEMENTING OF MODULE I	19
9. INTRODUCING THE CURRICULUM TO STUDENTS AND THEIR PARENTS	30
10. CLASSROOM AND COMMUNITY: A TWO-WAY STREET	39
11. CAREER DEVELOPMENT ACTIVITIES	54
12. EVALUATION OF STUDENT LEARNING	58

1. THE CAREER DEVELOPMENT PHILOSOPHY

Career development through the career-oriented education theme became a reality in the District of Columbia Public Schools with the adoption in 1969 of the Task Force Report on Vocational Education, "A Plan for Career Development" (May 1969).

THE TASK FORCE REPORT

The Task Force report, in its Summary Statement, provided this initial formulation of the concept and its proposed implementation:

...Career is interpreted both as the total pattern of employment an individual will follow over the course of his life and as the specific marketable skill with which he gains entry into the world of work. Few school systems today have a well planned Career Development program for all students... yet a working career is probably the most important factor in determining a sense of worth to society [as well as one's] sense of self esteem...

Contemporary technology and the increasing specialized level of all career fields require a high level of career planning and career preparation if one is to compete successfully in the employment market. As a result, the initial career decisions made by teenagers... will have a strong impact upon the total pattern of their employment career.

This report proposes a sequential Career Development Program for all students in the Public Schools of the District of Columbia... designed to prepare them for... wise career decisions and would provide the full range of educational programs and guidance and counseling services necessary to facilitate their successful entry into the world of work...

THE TASK FORCE RECOMMENDATIONS

The Task Force report recommended specific approaches for various instructional levels:

At the Elementary School Level - Career Foundations...
focusing on the economic realities underlying our society, and upon the expanding role of technology in modern life...

At the Secondary School Level - a program revolving around a new kind of classification of careers, the cluster concept.

"Based upon an analogy of the solar system, this approach classifies the total galaxy of careers in our society into several clusters of related careers. Each cluster in turn may be broken into more closely related families of careers ... in each of the clusters the careers range from manager, scientist, engineer, technician, tradesman, salesman, serviceman, to operator." The clusters selected for the preparation of our students are the result of an analysis of career opportunities available in the Washington Metropolitan Area. Specifically there is:

- a. Provision for a comprehensive survey of careers in our society in grades 7 and 8, students to move through a survey of all clusters integrated with all curriculum areas and correlated with expanded guidance and counseling services. Emphasis upon the pattern of work, the requirements for job entry and the knowledge and technology underlying the several clusters of careers characterize the Program at this level.
- b. Provision for exploratory work in cluster areas in grades 9 and 10, with the 9th grade program offering a variety of elected experiences either solely in the junior high school setting or in conjunction with a career development center, while the 10th grade student registers in his comprehensive high school and in a career development center for involvement in areas of knowledge and understanding common to all the career families and specialized careers within a given cluster.
- c. Opportunities for in-depth preparation in grades 11 and 12, to be characterized by cooperative programs with business, industry, and government, intensive job entry skill training, and occupational guidance, counseling, and placement.

2. BASIC INGREDIENTS OF THE CAREER DEVELOPMENT PROGRAM IN D.C. PUBLIC SCHOOLS

It is crucial that all concerned -- students, their parents, the community, teachers, and administrators -- understand the basic concepts (or ingredients) of the Career Development Program if we are to achieve

meaningful, effective implementation.

The Career Development Program, therefore, must do the following:

1. Share with other programs the responsibility to deal meaningfully and realistically with the multitude of problems known to characterize large urban school systems and efforts to change them.
2. Aim to change the concepts of academic and vocational education by incorporating them into a common program, so that neither the students going on to higher education nor those who do not will suffer from one or another form of "tracking."
3. Provide a coherent blending of various inter-related components, including academic instruction, counseling and guidance functions, full- and part-time employment opportunities for students, continuing education, and coordination of public education with the rich diversity of private and public institutions available in the District.
4. Provide high quality education that balances and integrates academic and career ingredients through:
 - a. An interdisciplinary curriculum with careers as the primary content, so that academic and vocational subjects are seen less and less as separate compartments of "knowledge."
 - b. A progressive increase in specialization that avoids premature commitment of students to a specific occupational entry into the world of work.
5. Provide for the development and use of meaningful techniques for needs assessment (to determine individual student's status with respect to various skills) and continuous progress assessment (to determine the movement of individual students along the various skills).

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

6. Provide individualization of instruction characterized by the steady cumulation of sets of individualized instructional modules or units (e.g., learning activity packages, programmed instructional materials, etc.) which can enable students to function independently in a self-paced manner, thus freeing teachers from those instructional tasks that can be student-managed.
7. Provide a flexible sequence of continuous planning and action from K-12.

3. THE CLASSROOM TEACHER IN THE CAREER DEVELOPMENT PROGRAM

At this point, there might arise the question of special qualifications for teachers in the program. THERE ARE NO SPECIAL QUALIFICATIONS NECESSARY. Each teacher in the program must be able to do the following:

1. Teach,
2. Make his teaching relevant,
3. Relate to students,
4. Cooperate with his peers, and
5. Commit himself to the concept of career education and its objectives for our students.

While teachers in the program need no special qualifications, they must be able to adapt to a new role. The role of teachers changes progressively from that of a narrow subject area specialist concept to a broader career educator concept.

Conscientious use of the curriculum materials and accompanying staff development training should enable teachers to increase their capabilities.

We should add that since our whole approach is interdisciplinary, effective implementation of a career development curriculum demands involvement of all teachers, regardless of their subject area specialties.

4. THE GUIDANCE COUNSELOR IN THE CAREER DEVELOPMENT PROGRAM

The Career Development Counseling Program should be a coordinated effort among educators to combine school, curriculum, and community strengths in meeting the specific developmental needs of students in an

age of growth and expansion. Societal growth, as accelerating and fluctuating change, is the key to this conceptual framework; therefore, a futuristic orientation becomes a foundation of this component of the career development program.

The counselor joins with the teachers in developing a program that will more adequately serve the educational needs of all the school society. The focus of the program will be two-fold: First, to assist the student in seeing that he is a result of his choices and decisions and that he can learn to make decisions wisely. Second, the student must be helped to see the relationship between his present school activities and the career of all his tomorrows.

The student should become actively involved in reaching the following program objectives:

1. Students should be able to assess their own individual, emotional, social, educational, physical and vocational needs.
2. Students should be able to describe the vast variety of choices available in the world of work.
3. Students should be able to make some associations between their individual needs and the types of work choices which would satisfy those needs.
4. Students should be able to see a relationship between their school experiences and possible work experiences.
5. Students should learn how to use resource persons and materials so that they may learn the how? and the what? of accepting responsibility.
6. Students should learn to accept responsibility for their own self-understanding and for their own learning. They must be active participants, critical thinkers, planners, and doers.
7. Students should be able to express some knowledge of present conditions and possible future changes in the world of work.
8. Students should learn skills for communication among their peers and with adults. They will know that they need others, and others need them.

As a result of taking active responsibility for their own moral values, social needs, self-understanding, and learning, students should also begin to feel that they are worthwhile human beings. This in turn should help students to become conscious of the interdependency of our working society and the necessity for feelings of self-worth and self-respect.

In order to carry out his share of the responsibility for implementation of the program, the guidance counselor must accept the expansion of his function to include the following activities:

1. Assisting in orientation of all students to the Career Development Program,
2. Helping interpret the Career Development Program to parents and teachers,
3. Serving as a resource person to teachers on his team,
4. Assisting in identifying and organizing students and parents for participation in continuing activities,
5. Coordinating guidance activities with classroom activities,
6. Assisting in the selection of appropriate high impact activities, and
7. Sharing the responsibility for securing speakers, films, and other resources.

Counselors in the project schools have made specific plans for activities which they hope to include during 1972-73. Among those activities is a plan to provide each school with a mobile unit containing written and printed materials pertaining to each cluster. They also plan to rewrite and simplify printed materials for use by students.

The exposure to career-cluster information and subsequent exploration and discussion of the materials might be achieved through the use of career centers. The centers will contain materials and resources needed for implementation of the program. The centers can be utilized throughout the school year by all students concurrently with subject-area presentation of the clusters in the classroom. Enhancing the center's appeal could be the use of community-resource persons who may share their occupational experiences in greater depth with the students. In the mini-school, these centers may be set up

in the Counseling Center or may be mobile so that they may be used by the faculty in conjunction with subject units. The cluster centers could be presented to the students using appropriate group counseling procedures.

SUGGESTED GROUP COUNSELING ACTIVITIES

- a. Film Talk-Back--A film or filmstrip is followed by a time of free, open discussion by the group members. Goal: To secure information about a subject of interest to the group; to discuss reaction to the information.
- b. Demonstration-Work Group--One or more persons show a group how to carry on certain operations or demonstrate the results of specific procedures or conduct. Opportunity is given to the group members to practice the operation or procedures. Goal: To watch or listen and to have opportunity to practice the operation.
- c. Group Drawing or Sharing Experiences through Literature--A group is divided into subgroups, each of which determines some common ideas about the assigned or selected topic; these are then expressed through a drawing by members of the group. (Or in the event that a story is read, or a poem enjoyed, members write their thoughts or opinions.) Later, drawings and/or opinions are shared by the group.
- d. Circle Response--The leader proposes a question to members of a group seated in a circle. Each person, in turn, expresses his response. No one is allowed to speak a second time until all have had a turn. Goal: To contribute opinions on a problem or issue facing a group; to consider the opinions expressed by others.
- e. Case Study--Information concerning a real-life situation is presented to the group members who analyze all the aspects of the problem and offer solutions. Goal: To analyze and solve a problem. Note: Confidential matters, if too personal, should not be used. If this alters the situation too much, this case should not be used.
- f. Brainstorming--The leader presents a problem to members of the group, who in reply suggest solutions to the problem. The suggestions are recorded on the chalkboard or newsprint as the group members offer them in rapid succession, allowing no comments or criticisms. After the list is completed, the suggested solutions are evaluated by the group. Note: In the activities described

above (taken with few changes from 40 Ways to Teach in Groups, by Leypoldt), opportunity to evaluate and decide, and to determine how the information or conclusion can be used or put into action, is given each group.

g. Miscellaneous--

- 1) Research and Report
- 2) Book Report
- 3) Question-Answer Period
- 4) Work Group--to accomplish a task through working together.
- 5) Post-Reaction Sheet--to be used after group sessions to evaluate sessions.
- 6) Study Habits Check-list. Students will formulate lists of do's and don'ts.

h. Chain-Reaction Forum--Divide a group into subgroups each of which will discuss one aspect of a major controversial problem. Each subgroup appoints a quizzier, a heckler, and a summarizer. Hecklers and quizzers present questions formulated by each subgroup to panel members. Goal: To present a controversial issue systematically and to seek a solution for the issue.

i. Buzz Groups--Subgroups consisting of from three to six persons discuss an assigned topic or try to solve a problem. A subgroup member is selected to report the findings to the rest of the group. Goal: To gain information, to solve a problem or to discuss an issue.

j. Play-Reading Talk-Back--A play about a relevant problem is read to the group, followed by group participation in a free and open discussion. Goal: To discuss a problem or issue through usage of a play.

k. Questions and Answers--A group is presented with a list of questions on a particular topic. The members then question each other. Goal: To gain information and clarify issues.

l. Research and Report--A group is given a problem or issue to research and report their findings at a later meeting or at the close of the particular session. Goal: To obtain information using research methods.

m. Colloquy--A response to a problem of three or four resource persons as stated by three or four persons selected from the group. Goal: To obtain information from experts by representatives of a larger group.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

- n. Debate Forum--Group members who have opposing views on a controversial subject are given time to present the reasons for their beliefs. At the close of the presentation the entire group will discuss the topic openly. Goal: To secure opposing views of a controversial issue; to take part in group reaction to the presentation.
- o. Group Response Team--Several group representatives interrupt a speaker or resource person at appropriate times for immediate clarification of issues. Goal: To gain information and to clarify issues.
- p. Role Playing--A brief acting by group members of a problematic situation, followed by a discussion of the problem. Goal: To solve a problem and to experience empathy.
- q. Workshop--An exploration of a specific topic by group members with common interests under the supervision of several experts. Subgroups are formed so that they may all benefit from speeches, demonstrations, and discussion of specified topic. Goal: The acquisition of information through experience and the sharing of information.

5. THE SETTING FOR IMPLEMENTATION OF THE CAREER DEVELOPMENT PROGRAM

For teachers to undertake a more general, multi-purpose role, the organization of instruction must change. Incorporation of the traditional subject areas into a career development curriculum on an interdisciplinary basis can be expected to work best in a team teaching environment. We must also recognize the fact that the kind of individualization needed to make a career development program work well is incompatible with a structure that shuttles the student among various instructional and other services. A mini-school (or school within a school) is used to some degree in both of the pilot junior high schools. One must realize, though, that effective organization of teaching teams and mini-schools is a matter of reorganization that must proceed in relation to many constraining conditions and requires coordination of school system resources and continuous staff development support (in-service training, etc.).

Although the Career Development Curriculum Guides for Grades 7 and 8 have been developed for implementation within a team teaching, mini-school organization, this does not preclude their being implemented within more traditionally organized schools.

6. CHARACTERISTICS OF THE GUIDES

The Career Development Curriculum Guides for Grades 7 and 8 represent the first effort to implement the "Survey of Career" curriculum recommended by the Task Force Report and include the following functions:

- ... involve coordination of various resources in conjunction with the staff of the Metropolitan Educational Council for Staff Development (MECSD), administrative and teaching personnel of the D.C. Public Schools and university consultants from a number of institutions of higher learning in the Washington metropolitan area.
- ... suggest experiences that will provide students a survey of career, i.e., exposure to a wide variety of occupations within career clusters, thus serving as a transitional link between the career foundations program in the elementary school and the experiences in the comprehensive Career Development Center at the high school level.
- ... provide an integration of career development and traditional subject area content. The curriculum within each grade is organized by career clusters and specific topics within each cluster. The traditional curriculum areas -- art, business education, home economics, industrial arts, language arts, mathematics, physical education, science, social studies -- are taught in relationship to career development and world of work content, rather than as separate discrete subjects.
- ... permit the development of individualized instructional modules and units. The objectives, suggested activities, and recommended resource materials can be drawn upon to create individualized instruction.
- ... offer a wide variety of activities within each subject area, including individual and small group quests; each takes heterogeneity in student interests and heterogeneity in progress toward skill development into account.
- ... include many suggestions for activities that involve interdisciplinary coordination, the effectiveness of which depends upon collaboration among the members of teaching teams.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

- ... include suggestions for various mini-school activities and activities that involve relationships between the mini-school and the larger school environment in which it is located.
- ... state the career development objectives and those for the specific subject areas behaviorally.
- ... serve as tools for improving the total educational operation.

7. THE ORGANIZATION OF THE CURRICULUM GUIDES FOR GRADES 7 AND 8

The Career Development Curriculum Guides for Grades 7 and 8 consist of three separate volumes: a guide for grade 7, a guide for grade 8, and a common administration manual for both grades.

MODULES, UNITS, SUBJECT AREA SECTIONS

The guides for grades 7 and 8 are organized into modules, units, and subject area sections. A module contains a set of units, each of which has a set of subject area sections. The career development content appears within the subject area sections, except for the suggestions in this manual for the use of other sources of career information.

Each module deals with one or more career clusters. Each unit focuses on a particular topic relevant to the career clusters of the module. Within each unit, the subject area sections are oriented to the topic for that unit. Certain subject areas appear in most of the units in each grade: language arts, mathematics, science, social studies, home economics, and industrial arts. Business education is in most of the units of the final three modules within each grade. Other subject areas -- art, music, physical education -- receive limited coverage.

TABLE OF CONTENTS

The table of contents for the modules (career clusters) and units (topics) appears on the next two pages.

MODULES

Each module starts with an introductory section in which are stated the purpose, a **synopsis** (topics, main ideas), suggested high impact activities, and common resources.

The number of units within a module varies, depending on the nature and scope of the careers dealt with. Accordingly, the amount of time -- number of weeks -- devoted to a module will vary.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

TABLE OF CONTENTS FOR GRADE 7: CAREER CLUSTER MODULES AND TOPICS

- | | |
|--|---|
| <p><u>I. CONSUMER AND HOMEMAKING</u></p> <ol style="list-style-type: none">1. Buying2. Child Care3. Nutrition4. Clothing5. Family Relations6. Housing and Household Management | <p><u>III. FINE ARTS AND HUMANITIES</u></p> <ol style="list-style-type: none">1. Drama and Literature2. Music3. The Dance4. Art5. Crafts |
| <p><u>II. COMMUNICATIONS AND MEDIA</u></p> <ol style="list-style-type: none">1. Advertising2. Film and Photography3. Radio and Television4. Journalism and Publishing5. Library and Periodicals6. Transocean Communications | <p><u>IV. CONSTRUCTION AND ENVIRONMENT</u></p> <ol style="list-style-type: none">1. Urban Renewal and Development2. Urban and Suburban Construction3. Megalopolis4. Demography |
| | <p><u>V. AGRI-BUSINESS, NATURAL RESOURCES, MARINE SCIENCE</u></p> <ol style="list-style-type: none">1. Natural Resources2. Ecology (Pollution and Recycling of Waste)3. Landscaping4. Conservation5. Oceanography |

TABLE OF CONTENTS FOR GRADE 8: CAREER CLUSTER MODULES AND TOPICS

- | | |
|--|---|
| <p><u>VI. PUBLIC SERVICE OCCUPATIONS</u></p> <ol style="list-style-type: none">1. Education2. Public Utilities3. Community Social and Health Services4. Law Enforcement5. Fire Department6. The Postal System | <p><u>VIII. MANUFACTURING, MARKETING AND DISTRIBUTION, BUSINESS AND OFFICE OCCUPATIONS</u></p> <ol style="list-style-type: none">1. Marketing and Distribution2. Food Manufacturing3. Data Processing and Automation4. Administration, Management, and Labor5. Secretarial and Clerical Services6. Office Machines7. Types of Equipment Used in Manufacturing, Marketing and Distribution, Business and Office Occupations8. Metal Manufacturing and Processing9. Prefabrication and Prepackaging10. Textile and Clothing Industry11. Regulatory Agencies |
| <p><u>VII. HEALTH OCCUPATIONS</u></p> <ol style="list-style-type: none">1. The Hospital2. Preventive Medicine3. Drug Use and Abuse4. Alcohol | |

IX. TRANSPORTATION

1. Surface Transportation
2. Interstate Transportation
3. Air Transportation
4. Water Transportation
5. Subterranean Transportation
(Metro)

X. HOSPITALITY, RECREATION AND
PERSONAL SERVICE OCCUPATIONS

1. Recreational Resources
for Education, Employment and Professional
Opportunities
2. Barbering and Cosmetology
3. Mortuary Science
4. Hotel-Motel Management

UNITS

Each unit starts with an introductory section in which are stated the purpose, the main ideas with which the subject area sections are concerned, suggested individual/group quests, and a list of specific occupations pertinent to the unit.

The decision to use particular units and the time devoted to a given unit will, of course, reflect the judgments of the teachers as to the relevance of given topics to the needs of their students.

SUBJECT AREA SECTIONS

Each unit contains, in addition to its introduction, several subject area sections. The subject area sections are organized as follows:

Purpose

A general statement of the intended functions of the subject area section with respect to both career development considerations and specific subject area concerns.

Objectives

Deriving from the statement of purpose are specific instructional objectives stated in the basic general form: "Upon completion of the work in this unit, students should be able to..."

These behaviorally-stated objectives are intended in part to enable teachers to create assessment items. A later section of this manual provides suggestions for doing this.

The instructional objectives are also intended as guidelines for creating instructional activities other than those given in the guide.

Activities

Each subject area section contains a list of suggested activities intended to enable students to accomplish the objectives. These include a wide range of options and, while some will obviously be necessary for accomplishment of specific objectives, they are intended mainly to provide a "menu," from which teachers can develop a suitable program for the work within a unit.

Materials

A listing of materials needed for the suggested activities also appears in each subject area section.

Interdisciplinary Activities

Every effort has been made to include among the suggested activities suggestions for interdisciplinary activities (ways in which two or more subject areas might be coordinated); for example, as a mathematics activity doing calculations and preparing graphs or other graphic data presentations relevant to an issue being dealt with in social studies. These suggested interdisciplinary activities are designed by the term "Tie-In."

Technical Terms

Rather than provide a separate listing of the career development and subject area technical terms, the guides follow the practice of underlining technical terms the first time they appear within a subject area section. It is recommended that underlined technical terms be included in the students' vocabulary development activities.

INGREDIENTS FOR EFFECTIVE USE OF THE GUIDE

Preplanning

The guide is intended for use in a flexibly scheduled, individualized mini-school program. It can, of course, also be used where instruction is more traditionally organized. Implementation of the guide can only prove meaningful to teachers and students alike if adequate planning is done for the work in each

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

module and the units within it. This applies especially to high impact activities, common activities, and the common resources and materials.

Coordination

The guide has been structured to facilitate an interdisciplinary approach through activities which, while concerned primarily with objectives in a particular subject area, are oriented to the common topic of each unit. Additionally, a variety of explicit suggestions for tie-ins among different subject areas are provided. Achievement of effective interdisciplinary cohesion demands coordination of activities among the teaching staff.

The PLANNING AHEAD part of this manual is intended to help teachers maximize their preplanning and coordination efforts.

8. PLANNING AHEAD

The following are suggestions for planning ahead, so that teachers and their students can benefit most from the curriculum guides.

STEP ONE: Getting A Global View

It is most important to establish a tentative schedule for use of the curriculum guides for the entire school year. A suggested time sequence follows:

Grade 7

Consumer and Homemaking	9 weeks
Communications and Media	6 weeks
Fine Arts and Humanities	9 weeks
Construction and Environment	6 weeks
Agri-Business, Natural Resources, and Marine Science	6 weeks

Total..... 36 weeks

Grade 8

Public Service Occupations	9 weeks
Health Occupations	6 weeks
Manufacturing, Marketing and Distribution, Business and Office Occupations	11 weeks
Intermodal Transportation	6 weeks
Hospitality, Recreation and Personal Service Occupations	4 weeks

Total..... 36 weeks

Career Development Curriculum Guides, Grades 7-8: Teachers Manual

STEP TWO: Individual Planning for A Module

A module with its several units will occupy several weeks of work. Such activities as field trips, films, resource persons, and the like require prior arrangements, and so can the interdisciplinary tie-ins and effective use of the technical terms and sources of career information.

Here are things that the individual team member can do, preferably two or more weeks before starting work on a module:

Introductory Information

Each person should first study the introduction to the module and those for each unit and examine the sources of career information pertaining thereto.

Subject Area Sections

Teachers should then go through their subject area sections and mark each of the following:

- a. Activities for which materials and/or equipment should be ordered well in advance of anticipated date for use.
- b. Technical terms for vocabulary development.
- c. Occupations that the teacher may not be adequately familiar with, so that the teacher can examine the suggested sources of career information and/or plan to confer with the counselor on his team.
- d. Interdisciplinary Tie-ins (those activities that involve coordination of the work of two or more teachers).

At the same time the counselor makes tentative plans for his active participation during implementation of the module.

STEP THREE: Teaching Team Coordination

Activities requiring prior arrangements: common high impact activities (field trips, films, resource persons, etc.); specific subject area activities (field trips, films, resource persons, quests); and sources to contact (e.g., for free literature and other information).

Based on the preceding planning activities, the teachers can then meet as a group to plan ahead. Specifically, to:

- . Choose a theme for the entire cluster.
- . Decide who will write or call to arrange for field trips, films, free literature, resource persons, and whatever else must be available by particular dates.
- . Determine which unit(s) each subject teacher will use. It is absolutely necessary that students have the chance to survey the career opportunities within each cluster.
- . Develop a common schedule chart for the work in the module to show the times when high impact and interdisciplinary tie-in activities should occur. Do not expect team members to move lock step throughout the period of implementation. Note also that some units may not lend themselves to implementation by all disciplines.
- . Plan the details of the activities that involve interdisciplinary coordination.

(See Sample Outline of Plan For Implementation of Module I)

STEP FOUR: Planning for Unit Teaching

Once the planning for a module has been completed, individual teachers and/or teachers of the same subject can proceed to plan for the work within their subject area sections of the units in the module.

To maximize effective use of the information in the guide, it is recommended that teachers do the following in planning their work within a given unit:

- | | |
|-----------------------------|---|
| Plan
Units
of
Work | <ol style="list-style-type: none">1. Prepare a plan for each unit you have decided to use. One convenient, systematic way to plan for the work within a unit is to prepare a master chart. List the students' names down the left-hand margin. List across the top first the objectives (using their identifying numbers) and then the activities (using their identifying numbers). Within this chart you can then identify for each of the students the objective or objectives on which you think he should concentrate and the relevant activities. |
|-----------------------------|---|

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

- | | |
|---|--|
| Order
Materials | <p>2. Order the needed materials. Based on your master chart, you can identify the activities that you will be implementing within a unit. Go through materials needed list and check those that have to be ordered. Then place the orders by the appropriate routes. Ordering of materials will be easier if you develop an arrangement with the media specialist by which you can find out easily and quickly what is and is not already available.</p> |
| Schedule
Activities | <p>3. Plan the daily schedule of student activities. Based on your master chart, you can prepare a chart showing the schedule of daily activities. Block out within each day the specific activity or activities you plan to have going on at specific times. Here your own judgment about the amount of time needed for a given activity will be crucial. Try to err on the conservative side. Depending on how detailed a plan you prefer to work from in managing your instructional responsibilities, you may wish to enter in the daily schedule chart the names or initials of the students who will be involved in a given activity. Or you may find it better to use some form of notation on your master chart from (1) above to indicate what individual students should be doing at a given time (e.g., M2 for Monday, period 2, etc.).</p> |
| Prepare
to Assess
Student
Growth | <p>4. Prepare continuous progress assessment items. Referring to the objectives that you have identified as pertinent to your students' needs, you can prepare assessment items with which to conduct evaluations of your students' progress toward their accomplishment. Use the EVALUATION OF STUDENT LEARNING section of this manual as a guide.</p> |

GRADE 7
OUTLINE OF
PLAN FOR IMPLEMENTATION
OF MODULE I

Cluster: Consumer and Homemaking

Module Topic: "The Young Consumer and His World"

Suggested Time Limit: 9 Weeks (September 11 -
November 10, 1972)

Developed By:

Classroom Teachers
Browne and Evans Junior High Schools
Summer, 1972

MODULE TOPIC: "THE YOUNG CONSUMER AND HIS WORLD"

ALTERNATE TOPICS:

1. "THE CONSUMER, YOU!...AND HIS HARD EARNED DOLLARS, YOURS!"
2. "THE YOUNG BUYER AND HIS WORLD"
3. "YOUR WORLD OF MONEY...
USE IT -
ABUSE IT -
LOSE IT? -"
4. "COMPUTE! - DISPUTE! - FOR GOODNESS SAKE DON'T ACT LIKE A MUTE!
IT'S YOUR DOLLAR"

Initiator Discipline: Home Economics

Suggested High Impact Activities:

1. Film - "The Shrinking Dollar"
2. Interview of Director of Food Services or Someone from His Staff
3. Tour of the Community

Overall Objectives:

1. Provided with information about his new world, and given a chance to meet the members of the staff who will serve his needs, each student should be able to make a more adequate adjustment to his new school.
2. Given a chance to participate democratically in setting the standards of behavior and establishing the routine procedures for each of his classes, the student should begin to assume his share of responsibility for the learning that is to take place in those classes.
3. As a result of the administration of the Botel Words Opposites Test and the McCall Spelling Test, each student will acquire some indication of his instructional level.
4. Given opportunities to review basic study skills, to assess his own study habits, and to acquire new skills, each student should be able to apply these skills to every subject area.

5. As a result of his experiences with this topic, each student should be able to do the following:
 - a. Apply the knowledge necessary to make wiser decisions as a consumer.
 - b. Recognize good child care practices and identify employment possibilities in this area.
 - c. Improve his eating habits based upon increased knowledge of the nutritional value of different foods.
 - d. Choose personal articles of clothing that are suitable, economically practical, and attractive.
 - e. Demonstrate more positive attitudes toward himself and other members of his family.
 - f. Relate orally or in writing examples of career opportunities in the area of consumerism.

ADDITIONAL SPECIFIC OBJECTIVES FOR EACH DISCIPLINE:

As a result of his experiences in the English class, each student will be able to:

1. Describe the organization of his school.
2. Apply basic study skills and habits in all subject areas, i.e., attentive listening, use of proper form for papers, effective use of the dictionary, reading for specific purposes, and using the library.
3. Engage in casual dialogue about buying experiences.
- 4.
- 5.
- 6.

As a result of his experiences in the home economics class, each student will be able to:

1. Define Home Economics and list all the fields the subject includes which are foods, grooming, child care, clothing, housing and family relations.

2. Make and complete a notebook on grooming titled "My Own Look Book," which will include a chart of:
 - a. Physical Appearance
 - b. Personal Care
 - c. Products Used in Grooming
3. Plan and prepare an economical breakfast including the basic Four Food Groups.
- 4.
- 5.
- 6.

As a result of his experiences in the mathematics class, each student should be able to:

1. Identify the set of whole numbers.
2. Identify the following subjects of the whole numbers - natural numbers, even numbers, and odd numbers.
- 3.
- 4.
- 5.
- 6.

As a result of his experiences in the social studies class, each student should be able to:

1. Use map and globe skills to locate classrooms and other areas of the school.
2. Use map and globe skills to locate his home in relation to the Washington community, the United States, and the world.
3. Name and locate state capitals.
- 4.
- 5.
- 6.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

As a result of his experiences in the science class, each student should be able to:

1. Utilize the four main principles of the scientific method, i.e., observation, experimentation, measurement, and generalization.
- 2.
- 3.
- 4.
- 5.

As a result of his experiences in the art class, each student should be able to:

1. Name the various tools and materials he will use and indicate their correct use and care.
2. Name the primary and secondary colors and demonstrate how the secondary colors are made.
3. Apply principles of color to the use of color in the home.
4. Classify colors according to their visual/psychological reference, i.e., cool, warm, etc.
5. Recognize the psychological impact of packaging through hue, color, and color combinations developed for the purpose of inducing the public to buy.
6. Apply geometric design and line design to room arrangement.
- 7.

As a result of his experiences in the mechanical drawing class, each student should be able to:

1. Use and care for the drawing instruments and other equipment in the laboratory.
2. Describe at least five practical applications of skills learned in this class.

3. Name at least five careers for which training in mechanical drawing prepares one.
- 4.
- 5.
- 6.

SAMPLE - LEARNING PACKAGE

THE CONSUMER AND HIS WORLD

OVERALL PURPOSE: Each student will become aware of Home Economics as a subject which relates directly to his daily life.

I. ORIENTATION TO THE HOME ECONOMICS PROGRAM (2 to 3 Days)

Objective: Given several definitions of Home Economics, the students will define Home Economics and list all the fields the subject includes: Grooming, Foods, Clothing, Child Development, Housing and Home Management, Marriage and the Family.

Criterion Test - (Instructions to students):

En Route Objectives:

1. The students will be able to distinguish among the different centers located in the Home Economics Laboratory.
2. The students will be able to help decide the rules to be followed for daily classes in the Home Economics Laboratory.
3. The students will be able to see Home Economics as an academic subject with skill development involved.
4. The students will be able to construct a definition of Home Economics and decide what areas are involved in the subject.

Learning Paths/Options:

1. Teacher-led presentation - tour of room, description of each center and its place in curriculum.
2. Teacher-led discussion on rules of classroom.
3. Brainstorm - Concept of Home Economics to achieve definition.
4. View film, "Homemaker of the 21st Century."
5. In groups of 4, cut 2 pictures (from each area of H.E.) from magazines to make collage on Home Economics.

6. In groups of 4, review Co-Ed magazines selecting 4 articles which relate to 4 different fields of Home Economics and write a few sentences about each article.
7. List jobs in Home Economics found by re-searching articles.

II. PERSONAL GROOMING (bringing in concept of Consumerism) (1-2 Weeks)

Objective: The students will make and complete a notebook on grooming, titled "My Own Look Book," which will include a chart of:

1. Physical Appearance -
 - a. Measurements
 - b. Specific features (face shape, etc.)
2. Personal Care
 - a. Skin and complexion
 - b. Hair
 - c. Teeth and breath
3. Products used in Grooming
 - a. Products in related categories (hair-shampoo)
 - b. Different brands of same product
 - c. Comparative study of products - size, cost, and quality
 - d. Results and preference of Grooming study

En Route Objectives:

1. The students will be able to define "good grooming."
2. The students will be able to describe the physical changes of their bodies caused by adolescence.
3. The students will be able to define and explain skin, complexion, glands (apocrine and eccrine), hair, teeth, and breath.
4. The students will be able to describe their type of: skin, complexion, hair, teeth, etc.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

5. The students will be able to list grooming products under each category, for example, hair - shampoo.
6. The students will be able to differentiate among the products in each category according to quality, brand name, size, and cost.
7. The students will be able to decide what products best suit their grooming needs.

Learning Paths/Options:

1. Teacher-led presentation of definition of good grooming.
2. Organization of notebook - teacher-led presentation with transparencies to accompany charts (Self-analysis).

Mathematics

3. Work in pairs to measure each other and make decisions concerning specific features.

English

4. Teacher-led presentation with illustrative charts on skin, complexion, teeth, hair, etc.
5. View film, "Good Looks Here and Now."
6. Resource Person: Model, Helen Moody
7. Given pamphlets from Avon, "Accent on You" to reinforce learning experiences.

Science

8. Resource Person: Food and Drug Administration - Discuss cosmetics, etc; Cosmetologist, Manicurist.
9. Given variety of grooming products, have students experiment in class and at home. Discuss results.
 - a. Given variety of grooming products, list in appropriate categories, making chart for comparative study.
 - b. Discuss consumer practices in purchasing grooming products.

III. NUTRITION (6-7 Weeks)

Objective: The students will plan and prepare an economical breakfast including the Basic 4 Food Groups.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Criterion Test (Instructions to students):

En Route Objectives:

1. The students will be able to define the Basic 4 Food Groups and the number of servings needed daily by a teenager.
2. The students will be able to define nutrition and the 6 main nutrients.
3. The students will be able to relate the 6 main nutrients to food and their body make-up.
4. The students will be able to identify and use kitchen utensils, equipment (large and small).
5. The students will be able to define snacks and plan simple and economical nutritional snacks.
6. The students will be able to define breakfast.
7. The students will be able to plan a breakfast incorporating the basic 4.

Learning Paths/Options:

1. Brainstorm - Concept of Basic 4 Food Groups.
2. Teacher-led presentation with ditto copies concerning nutrition - 6 main nutrients related to food groups.
3. Review daily diet and keep chart of food eaten from basic 4 for one week.
4. View film, concerning trip through human body.

Science

Social Studies

5. Visit U.S. Department of Agricultural Experimental Station at Beltsville - food sources.
6. Read chapters on Basic 4 and Nutrients in text, Lessons in Living. Answer questions.
7. View Filmstrip - The Wonderful World of Foods.
8. Visit bakery to view the making of bread.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

9. Visit Safeway's main office - meat preparation, produce or bakery, dairy.
10. Have food identification quiz (place in appropriate categories of Basic 4).
11. Teacher-led presentation of kitchen equipment.
12. Resource Person - utilities company demonstrator.
13. Brainstorm concept of snacks.
14. Plan and prepare simple nutrients snacks.
15. List 10 favorite snack foods; do comparative study in relation to brand, quality, size, and cost, visiting 3 different stores.

Science

English

16. Teacher-led presentation breakfast.
17. View filmstrip, "Breakfast - The Bright Life."
18. Plan and prepare economical breakfast.
19. Resource Person - Mrs. Backer (Safeway) Consumer Consultant.

Mathematics

20. Review measurement tables.

9. INTRODUCING THE CAREER DEVELOPMENT CURRICULUM TO STUDENTS AND THEIR PARENTS

For the implementation of the Career Development Curriculum to be successful, students and their parents must understand the curriculum and assumptions underlying it. Every student on every intellectual level is involved in career education -- gaining and exercising his own marketable skills in the most personally satisfactory manner (career choice). Parents and students must be made aware of the preparation for the real world of work. This part of the administration manual provides some suggestions for introducing the career development curriculum.

CAREER DEVELOPMENT WEEK

The main strategy recommended is to have a Career Development Week: a period of two or more days in which workshops and one or two general assemblies are used to introduce students and their parents to the curriculum. At least one evening of workshops would be provided for parents, preferably more.

General Assembly Meetings

General Assembly meetings would be brief and serve two purposes: first, to explain the workshops and the plan for having participants rotate among the different workshops; second, for discussion and questions after participants have experienced the workshops.

A POSSIBLE PROCEDURE FOR ORGANIZING THE WEEK

A possible procedure for organizing such a Career Development Week follows:

Staff Selection of Themes

The staff chooses a theme from the first module for the grade. For example, for grade 7, where the first module is Consumer and Homemaking, the theme might be "Students as Consumers." For grade 8, where the first module is Public Service Occupations, the theme might be "The School Briefing for Developing Skill Working with Others" (based on the first unit in that module, the topic of which is Education).

Development of Theme-Related Activities

Each subject area teacher can then develop one or more activities around these themes. These activities should be workshop-like, with emphasis on the participants being able, in groups of 20-30, to engage in some specific activity (rather than listen to a lecture). Some suggestions follow:

Grade 7: "Students as Consumers"

Language Arts

Language Arts. Small groups work with packets of brochures and magazine and newspaper clippings advertising different brands of a product (e.g., cameras, stereo record players, transistor radios). Each group develops a comparison chart, using samples from Consumers' Reports magazine as models. Language arts skills--pronunciation, spelling, etc.--would be introduced through the technical terms associated with the products.

Mathematics

Mathematics. Working with advertising from magazines and newspapers, brochures, and catalogs and dealing with the same products as in language arts, small groups would prepare tables showing comparative prices. If feasible, one or more groups would go to local stores to obtain price information to add to the tables being prepared. Calculations could then be done comparing purchases on a cash versus credit basis, with calculations of finance charges. Calculations could also be made as to how much a student would have to save per week for a given item to be purchased for cash within a specific time period. Graphs might be made in the form of large charts or posters to display the work of each group, this preferably being done in collaboration with the language arts workshop.

Science

Science. Small groups could undertake some simple tests or at least prepare demonstrations of possible techniques for comparing brands of products. For example, measuring the drain on batteries from operating different battery-operated items, or comparing the quality of sound reproduction from radios or record players.

Social Studies

Social Studies. Role-playing of student-salesperson interactions to illustrate better and poorer sales techniques could be done, using simple rating scales by which the group observing the role-playing can evaluate the salesperson's technique. Advertising from magazines and newspapers can be examined to analyze and categorize means used

to appeal to youth as consumers. If feasible, individual quests could be assigned for analyzing and categorizing techniques used in TV commercials aimed at young people.

Home Economics

Home Economics. Personal budgets are one possible focus point for workshops activities based on the "Students as Consumers" theme. Small groups could be assigned the same problem, such as planning a personal budget for a hypothetical student having a certain income (from allowance or part-time work). The role of advertising via various media as an influence on students' eating habits, especially snacks, might be examined.

Industrial Arts

Industrial Arts. Ideally, the industrial arts and science workshops should be coordinated with the problem of testing of consumer products. Industrial arts groups might prepare the demonstration materials for use by the groups in the science workshop; for example, building a simple apparatus for measuring the strength of a battery.

Business Education

Business Education. If feasible, there can be business education workshops. These should be coordinated with the language arts and mathematics workshops, and might focus on the problem of interpreting sales slips, understanding and calculating finance charges, and the like.

Grade 8: "The School Setting for Developing Skill in Working with Others"

Language Arts

Language Arts. Small groups would prepare written lists of the main problems of students and teachers who work together day-after-day in the school environment. Once a group had its two lists prepared, the individual members would rank the first three problems of importance to them personally as students and their judgments of how the teachers would rank them. These data can then be used in the mathematics workshop and in the social studies workshop.

Mathematics

Mathematics. Data from the language arts workshop can be analyzed to determine the main problems students and teachers encounter through working with one another. A point weighting system can be used: three points for a problem listed first, two for one listed second, and one for one listed third. A large chart can be prepared for entering the points. Each group would enter its points. Sums and the current rankings can then be established.

Science

Science. The subject of opinion polling can be used as the science approach to the theme of "Students and teachers as human beings." Small groups can develop sets of questions with which to conduct an opinion poll dealing with the theme; for example, "Do you think your teachers understand you as a person?" and "Do you think your classmates understand your teachers as persons?" Ideally, these opinion questionnaires could be reproduced and distributed. The data could be analyzed in mathematics workshops, the results discussed in social studies workshops. Problems involved in doing opinion polls can be discussed, such as sampling.

Social Studies

Social Studies. The problems of students and teachers as human beings can be the basis for rap sessions and role-playing. The issue of a Bill of Rights for students and for teachers can be the subject of a rap session, debate, or panel discussion. Subsequent sessions can deal with data obtained from the language arts workshop, as analyzed in mathematics workshops, and of the opinion polls developed in the science workshops.

Home Economics

Home Economics. Small groups can meet to try to develop a "dress code" and/or "code of conduct" for students. Other topics with which the groups can deal are "The contribution of home economics to students' development" and "Home Economics for male students: what role should it play?" If feasible, this workshop activity should be coordinated with that in the science workshop to develop one or more opinion polls derived from the work of the small groups; for example, "Do you believe male students should be required to take a home economics course?" and "If so, in what skills: cooking, sewing, etc.?"

Industrial Arts

Industrial Arts. Small groups can meet to try to develop a set of cooperation, safety, and student responsibility "rules" for using the industrial arts shop and its equipment and tools. The conclusions from different groups should be written and can be discussed in a general meeting of the small groups. This material can be used in subsequent social studies workshop groups to stimulate discussion of "rules" that have general application, not just to the shop.

Business Education

Business Education. Small groups can meet to discuss such topics as the contribution of business education to students' development, with emphasis on trying to determine general business-relevant skills (e.g., filing, telephone behavior, typing, etc.) that have general value. Here, as with other workshops, it might be valuable to have the groups develop opinion poll questionnaires about this topic, or other topics that are discussed in the small group rap sessions.

SCHEDULE FOR A CAREER DEVELOPMENT WEEK (Three-Day Program)

Day One

General Assembly

The principal introduces the teachers and describes the general characteristics of the career development curriculum, its purposes, and the plans for the workshops. Ideally, there would then be a speaker who would appeal to the young people, and who could discuss with them the importance of completing their education through graduation.

Workshops

The rest of the day the students would participate in the various workshops, rotating at appropriate times.

Evening Assembly

The principal introduces the teachers and describes the general characteristics of the career development curriculum, its purposes, and the program for the Career Development Week. After a period for questions, groups of parents meet with the various teachers to learn about

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

the workshops the teachers are doing with the students and to ask questions about the work within given subject areas.

Day Two

General Assembly

A brief review of the progress to date and plans for the day. If feasible, another stimulating outside speaker.

Workshops

Students continue to rotate among the workshops.

Evening Assembly

A repeat of the previous evening's program for parents unable to attend the first time or who wish more information.

Day Three

General Assembly

As on Day Two. If feasible, a film on career education and its importance could be shown and discussed.

Workshops

Students continue to rotate among the workshops.

Closing General Assembly

A report by the principal on his impressions of the workshops and the attitudes of the parents. This is followed by individual reports by the teachers of their respective workshops. Each teacher can then meet with a group of students for a rap session on their views about and questions regarding the career development curriculum and the program for the year.

As an example of how this might be implemented, there follows a copy of the program for parents and students at the Evans Junior High School, a skit written by Mrs. Jewyll Holliday (Evans Teacher Coordinator), and the schedule of workshop sessions for students at Browne Junior High School.

HOW TO ENJOY SCHOOL WITHOUT REALLY TRYING

By Jewyll Holliday, Counselor

Scene: Living room - couch, end table, lamp, radio
(two boys are talking)

Michael: Man, tomorrow is the first day of school and I dread going back.

Tom: Yeah, Man, me too.

Michael: It's going to be the same old drag. Reading and writing about nothing things, nothing people and nothing places. Make maps! Man; I would really understand how maps are designed, if I had the opportunity to make one myself.

Tom: We could use rocks, sand, green leaves, water, plaster of paris, paint, etc.

Michael: We could make a sketch of a section of Washington, D.C. first. Label the streets, wooded area, rivers, houses, playgrounds, and everything.

Tom: Yeah! (getting excited) then we could make a model using our sketch and materials.

Michael: What are we getting so worked up about? You know we are going to have to fill in those maps already drawn.

Tom: Man, I've been writing the names of states on maps since I was in fourth grade, and I don't know the shapes of more than four states yet. (Knock on door)

Tom and Michael: Come in.

Tanya: Hi fellows! (carrying newspaper in hand)

Tom and Michael: Hi!

Tanya: Have you read about the Career Development Program they're starting at Evans this year?

Tom: Career Development - What's that?

Tanya: (Pointing to newspaper): Well, it says here that some 7th grade students....

Tom and Michael: Oh! 7th graders.

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

- Tanya: Wait! dig it. You're going to be involved soon. Anyway, these seventh graders are going to get a chance to have hands-on experience connected with things they will be studying...
- Tom: We were just talking about that.
- Tanya: They're going to relate their studies to real-life situations and to the World of Work.
- Michael: What do you mean, Tanya?
- Tanya: Well, for example, when they study about the radio, they're actually going to make one!
- Michael: You lie!
- Tanya: They will also learn about different careers in radio and television.
- Tom: Do you think they're going to visit a television station?
- Michael: Ain't no way!
- Tanya: Of course, silly. They're even going to have rap sessions with radio and television disc jockeys.
- Michael: Man, those 7th graders sure are lucky.
- Tom: Shucks! I'm almost sorry I passed to the 8th grade.
- Tanya: (Looking at Tom): Don't be sorry yet, I think sooner or later all elementary, junior and senior high students will be involved.
- Michael: I can't wait until school opens tomorrow!
- Tanya: What I like most about the Career Development Program is that students will be able to see some relationship between all the subjects they study.
- Tom: Do you mean that when they are in Science, Mathematics...
- Tanya: That's right.
- Michael: Well, I never thought I'd live to see the day when I would look forward to going back to school.
- Tom: Me too, neither, man! I sure wish I was one of those seventh

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Tom (continued)

graders, but I guess I can "lay dead" till they get us seventh graders involved.

Tanya: Right on!

Michael: Right on, Career Development.

10. CLASSROOM AND COMMUNITY, A TWO-WAY STREET

If a career education program is to succeed, it is absolutely necessary that the teacher do two things. First, he must bring the community and its resources into the classroom. Second, he must take advantage of every opportunity to involve his students in meaningful experiences outside the confines of the classroom.

COMMUNITY RESOURCE FILE

Each faculty should develop a community resource file. The place to begin might be a survey of careers of parents of your students. The D.C. Public School Form 611 might be used as a basis for this information. See page 53.

Your file should also include other prospective business resources. There is a sample letter form for securing needed information on page 44.

TOUR INFORMATION

The staff should also maintain a file of information on possible tour sites. This file might include a tour information form and a tour evaluation form, samples of both of which are found on pages 45 and 47.

Some kind of simple reporting form could help you maintain a current file of community resources and current information regarding educational tours and other career development activities. A copy of the monthly reporting form presently in use is included on pages 50 to 52.

TOUR PLANNING

The tour should always meet some need of your students and their participation should enable them to do at least one of the following:

- a. Add to their knowledge and understanding by experiencing, first hand, things they have read and talked about.
- b. Interview workers and observe how people work together.
- c. Observe how adults carry out their responsibilities.
- d. Work together outside the classroom, meet friends in a different atmosphere, and acquire skills in human relations in real settings.

Be alert to possibilities for tour experiences of many kinds, i.e.,

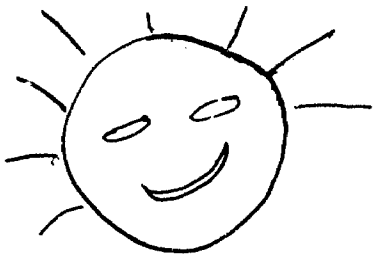
within the school, in the immediate neighborhood of the school, to another school, or outside the immediate school environment. Remember also that you might suggest tour sites which groups of students or students and their families can visit on their own time.

Involve students in the selection of tour sites and the planning and follow-up of the tour experience. A copy of a study guide developed cooperatively by staff and students in preparation for a visit to I.B.M. Corporation is found on page 42 . If at all possible some member(s) of the team should take the tour and make adequate preparation for the students' learning well in advance of the date for student participation.

GUIDELINES FOR INVOLVING COMMUNITY RESOURCE PERSONS

1. Make the initial contact.
2. Obtain background information on the resource person.
3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc.
4. Prepare students for the experience.
5. Identify general questions that students might wish to have answered. Have these organized so that all questions can be asked without repetition.
6. Ask questions to bring out things that haven't been covered if question period lags.

SMILE!



THE COMPUTER CYCLE
INPUT
PROCESSING
OUTPUT

Do you understand these words?
Get their meanings from what
you HEAR and SEE.

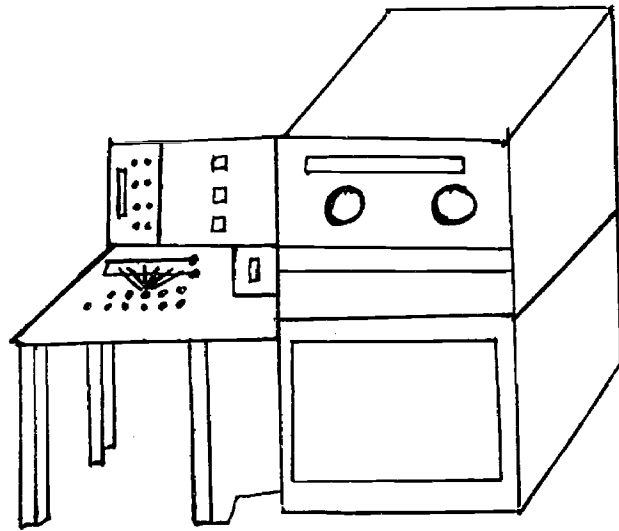
MATERIALS

PUNCHED CARDS
MAGNETIC TAPES
DISCS
DATA
PRINT-OUT SHEETS

YOU'RE ON COMPUTER!

TOUR GUIDE NO. 2

THE IBM CORP.



Look Closely.

Your tour guide is an instructor.

Listen.

Touch and handle only those things
you are permitted to.

STOP

GO

COMPUTERS



BUT THE MOST IMPORTANT COMPUTER IS YOU

REMEMBER:

INPUT - STOP! LOOK! LISTEN!

PROCESSING - THINK!

OUTPUT - TALK ABOUT IT!

YOUR SUCCESS IN ANY FIELD WILL DEPEND UPON YOUR KNOWLEDGE OF FACTS.

1. What is the purpose of a key punch machine?
2. How are the key punch cards fed into the computer?
3. What is the purpose of the printing machine?
The sorter? The drum? The tape?
4. How do we detect errors in the computer?

NOW TAKE A LOOK AT YOUR FUTURE.

1. Tell about some of the jobs that you have learned about in the computer field of occupations.
2. Now pick out one of them which interests you and tell about it: the title, the duties, the training needed, the salary range, and the possibilities for future advancement.

NOTES

Dear

As part of our regular instructional program, we invite you, together with other representatives from the business and professional community, to talk and/or work with our students in the school setting. We need first-hand knowledge of jobs available in your field and of the skills needed to perform those jobs. In addition, our students need adult models with whom they can identify.

Kindly furnish us information about you by completing the enclosed form and returning the form to me in the enclosed self-addressed stamped envelope.

You will be contacted to arrange for your participation at a definite time. Listed below are some topics we would like to have you consider in preparing for any presentation you might make to students:

1. Title of job
2. Duties
3. Training or preparation required
4. Approximate starting salary - salary after ten years (average)
5. Have you ever done any other type of work?
6. Demand for such a job
7. Supply of workers for this occupation
8. Physical characteristics needed
10. Do you work alone or with others?
11. Do you need to get along and cooperate with other workers?
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where may training be obtained?

We thank you for your cooperation in this matter.

CAREER DEVELOPMENT EXEMPLARY PROJECT
TOUR INFORMATION

Date _____

Place _____

Address _____ Phone _____

Contact Person _____

Objectives of Tour _____

Recommended for: Grade(s) _____

Subjects _____

Visitors will see: _____

Visiting Hours _____

Time required for tour _____

Time of year suggested _____

Number of students permitted _____

Ratio of adults to students required _____

Age restrictions _____

Charge for tour _____

Transportation provided? _____

Food: Concessions? _____

Souvenirs? _____

Handouts available? _____

Suggested/Necessary Preparation of students before the tour

Academic _____

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Career Development Exemplary Project -- Continued

Physical (Example: attire) _____

Parking Facilities _____

Other Information _____

CAREER DEVELOPMENT EXEMPLARY PROJECT
TEACHER EVALUATION OF TOUR

Date of Tour _____

School _____ Teacher _____

Grade _____ Subject _____

Number of Students Participating _____

Career Cluster _____ Curriculum Areas _____

The Tour:

Sufficient supply of guides? _____

Career Opportunities adequately explained to pupils? _____

Occupations Observed by Pupils _____

Hands-on Experiences Provided? _____

Handouts? _____

Pupil Reaction to Tour _____

Teacher Reaction to Tour: (Please be specific)

Physical Facilities _____

Guides _____

Content _____

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Career Development Exemplary Project -- Continued

Problems Encountered: _____

If your reaction is negative, please indicate your reasons noting good and bad aspects of the experience.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. Determine whether questions were answered.
2. Decide if the plans they made were satisfactory.
3. Note progress of class thinking and discuss possible follow-up activities.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.
 - a. Review some of the materials used and search for new materials.
 - b. Look up related articles in books at school, at home, and at the public library.
2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.
 - a. Write thank you letters, letters for additional information, stories, poems, reports, booklets.
 - b. Organize reports for the class, for other groups in the school, for parents.
 - c. Create songs and dramatic plays.
 - d. Make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the students' increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

CAREER DEVELOPMENT PROJECT - MONTHLY
REPORT FORM

Month _____ Year _____

Teacher _____ School _____ Grade _____ Subject _____

A. Field Trips Taken:

B. Visual Aids Used:

Filmstrips: Title _____

Place Obtained _____ Call No. _____

Film: Title _____

Place Obtained _____ Call No. _____

Other _____

Place Obtained _____ Call No. _____

C. Photographs Taken:

☐ Polaroid Prints

☐ Black & White Prints

☐ Color Prints

☐ Slides

D. Speakers

Name _____ Source _____ Topic _____

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Career Development Project - Monthly Report Form -- Continued

E. Parent Involvement

Name

Activity

F. Guidance Received by Student

Vocational

Character Development

G. Discussion

H. Student Involvement

Career Development Curriculum Guides, Grades 7-8: Teacher's Manual

Career Development Project - Monthly Report Form -- Continued

I. Activities

1. Please attach samples and/or notes of explanation which describe activities which relate to the Career Development Project for this month.
(Also include any snapshots or slides)
2. Please attach the evaluation report for each field trip that you have taken or speaker who has appeared,

Please send this to the office by _____

26886

PRINTED BY THE STANDARD REGISTRATION COMPANY, U.S.A. ZIPSET/8

PLEASE USE BALL POINT PEN, PRINT, AND PRESS FIRMLY

STUDENT'S NAME LAST FIRST MIDDLE SEX ☐ M ☐ F

TELEPHONE

STUDENT'S NAME		TELEPHONE	
STUDENT'S ADDRESS			
DATE OF BIRTH	PLACE OF BIRTH		
STUDENT LIVES WITH (IF OTHER THAN PARENT)		RELATIONSHIP	
OCCUPATION	EMPLOYER		
BUSINESS ADDRESS	TELEPHONE		
FATHER'S NAME	TELEPHONE		
HOME ADDRESS			
OCCUPATION	EMPLOYER		
BUSINESS ADDRESS	TELEPHONE		
MOTHER'S NAME	TELEPHONE		
HOME ADDRESS			
OCCUPATION	EMPLOYER		
BUSINESS ADDRESS	TELEPHONE		
IN CASE OF EMERGENCY NOTIFY:			
NAME		TELEPHONE	
ADDRESS			
TOTAL NUMBER OF CHILDREN 18 AND UNDER IN THE HOME			

DOCTOR ADDRESS TELEPHONE

I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT. I UNDERSTAND THAT THE GIVING OF FALSE INFORMATION FOR THE PURPOSE OF DEFRAUDING THE GOVERNMENT IS PUNISHABLE BY LAW.

D.C. PUBLIC SCHOOLS ENTRY FORM 811 (REV. 8-70) SCHOOL COPY SIGNATURE OF PERSON WITH WHOM STUDENT LIVES DATE

11. CAREER DEVELOPMENT ACTIVITIES

As a teacher responsible for implementing this Career Development Curriculum Guide, one of your most challenging problems will be to ensure the coordinated integration of career development content and learning objectives with adequate treatment of more traditional subject areas. The successful solution of this difficult problem rests upon offering young people a meaningful set and sequence of experiences relevant to their future careers.

THE CAREER DEVELOPMENT LEARNING OBJECTIVES

The intention is that students will learn about career opportunities associated with the various career clusters, will have a much wider view of the world of work, and, equally important, will do so in a way that benefits their progress in developing their language arts, mathematics, science, social studies, home economics, industrial arts, and other skills.

This section of your Career Development Curriculum Guide suggests activities for providing your students with opportunities to develop knowledge and understanding of careers. The activities suggested share these common features:

1. They combine career development information with skill development experiences in all subject areas.
2. They permit continuous implementation with minimum formal reliance on the teachers in a particular subject area; that is, any teacher can assume responsibility at any time for managing and monitoring the suggested activities. Thus, an equitable distribution of responsibility for the career development aspects of the curriculum can be achieved through the coordinated planning of the teaching teams.

The following activities are suggested to aid students in developing knowledge and understanding of careers:

1. Students should be encouraged to design and execute displays based on the career opportunities in a particular cluster.
2. Each student should be responsible for creating a Career Development Notebook in which to make various entries.

3. At the start of the work with a module or unit, each student can compile a list of ten jobs for the career cluster or field being studied. The list should represent a diversity of career opportunities.
4. Each student should select at least one job in each cluster for in-depth study and maintain a card file of descriptions of those jobs.
5. The student can be asked to select, for each subject area, one job of interest for which he will prepare an oral/written report on just how the subject area in question enters into the work done by a person holding such a job; that is, the specific career related skills learned from the study of the subject area.

A PROGRESS/STATUS LOG OR RECORD BOOK

A simple log or record book can be used to monitor the work of the students on the career development activities. All that is needed is a convenient means for recording the kinds of notebook and card file entries that have been made and some indication of their quality. For example:

	LIST	CARD	READ	SPEL	MATH	PUZZ	and so on
STUDENT A							
STUDENT B							

What the column headings mean:

LIST: the entry of a list of ten jobs

CARD: the summary of a job description

READ: a report of outside reading of fiction or biographies

SPEL: spelling the job titles listed

MATH: calculation of weekly, monthly, annual pay, etc.

PUZZ: crossword puzzle, scrambled words, etc.

A form such as that above can be used for each module or, where necessary, for units within a module.

It must be emphasized that the career development activities suggested above are in no sense intended to limit or restrict your efforts to provide your students with experiences in which career development and traditional subject areas are integrated. Rather, our intention is to offer one possible set of continuing career development activities for which any teacher, whatever his subject area specialty, can be involved in helping all students to further their grasp of career opportunities while developing meaningful knowledge, skills, and understanding.

SUGGESTED CONTINUING ACTIVITIES

STUDENT GOVERNMENT (Social Studies)

Constitutional convention; constitution; election of officers-political campaign (nominating conventions, etc.); responsible for Workshops below.

PUBLICATIONS WORKSHOP (Language Arts)

Weekly newspaper; monthly magazine; occasional material (Student Government news releases, brochures, etc. for distribution to community, and so on).

AUDIOVISUAL WORKSHOP (Science, Industrial Arts)

Audiovisual projects: drama-theatre, film/TV, special instructional presentations. Audio projects: radio, recordings. Visual projects: mini-school bulletin boards, posters.

COMMUNITY RELATIONS WORKSHOP (Social Studies)

Projects, in collaboration with other Workshops, to build better community-school relationships, including parent-student participation in school decision-making.

RECREATION WORKSHOP (Home Economics)

Responsible for developing and implementing mini-school recreational activities.

PERSONAL GROWTH WORKSHOP (Counseling)

Responsible for cooperative interactions among students focused on assisting individuals to grow, particularly through students-teaching-students activities but also through clubs--art, film, music, photography, etc.

ATHLETICS WORKSHOP (Physical education)

Responsible for promoting varied program of intra-mural athletics within the mini-school.

12. EVALUATION OF STUDENT LEARNING

STATEMENT OF THE EVALUATION PROBLEM

Fundamental to the structuring of the subject areas within each unit is the concept that the activities suggested can enable students to accomplish the stated objectives. Accordingly, it is appropriate that the objectives be the basis on which evaluation of student learning occurs.

One approach that could have been adopted would have been to provide in the curriculum guide specific evaluative instruments (tests, test items) for each of the stated objectives. Unfortunately, this approach has serious limitations, specifically:

Practical Constraints

1. Given the wide variation in individual differences among the students regarding their current state of educational development, the imposition of standardized tests and test items would be of questionable validity. At the same time, providing a set of alternative tests and test items tailored to variations in the level of educational attainment is an expensive and administratively difficult approach.

Avoiding Rigid Prescriptions

2. Providing specific tests and test items within the guide also entails a substantial risk of "Strait-jacketing" of the instruction by requiring it to conform to pre-established evaluation instruments.

Based on these limitations, an approach to evaluating student learning has been selected that is intended to maximize teacher flexibility in assessing how well given students have developed specific knowledge, skills, and understanding.

DESCRIPTION OF THE EVALUATION APPROACH

To enable teachers who are implementing the Career Development Curriculum Guide to evaluate the progress of their students with respect to the objectives stated for the subject areas within each unit, emphasis has been placed on behavioral or performance objectives; that is, the statements of instructional objectives appearing within the curriculum guide units are designed to ensure ready translation of them into specific evaluation procedures, such as test items.

For example, rather than an objective such as:

The student knows about career opportunities in the health occupations.

the behaviorally- or performance-specified objective would read something like:

the student can list career opportunities in the health occupations and describe at least one such opportunity.

IMPLEMENTATION OF THE EVALUATION APPROACH

Given the second objective above, with its behavioral or performance orientation, the teacher can proceed with reasonable flexibility to assess a student's accomplishment of the objective. For example, the teacher might use an oral evaluation procedure:

Tell me some of the jobs that you have learned about in the health occupations.

Now pick one of them which interests you and tell me about it: the title of the job, the kinds of duties, the kind of training needed, the salary range, and possibilities for future advancement.

or the teacher could conduct an equivalent evaluation by giving these questions in written form and requiring a written answer to each.

In cases where the teacher judged that the objective as evaluated above was beyond a given student's present capacity, the student might be asked to read aloud a given job description and to answer questions showing that he understood what had been read.

The concept of evaluating student learning illustrated above has been adopted as the evaluation method for the Career Development Curriculum Guide.

In the remainder of this section of the guide you will find examples of objectives and associated possible evaluation techniques, such as sample test items. Illustrations have been drawn from objectives on the guide for the various subject areas.

EXAMPLES OF TEST ITEMS FOR EVALUATING STUDENT LEARNING

The pages that follow contain, for career development objectives and for each of the subject areas, illustrations of the translation of predated objectives into sample test items or other forms of evaluation.

Our intention in providing these illustrative conversions of objectives into evaluation techniques is to offer models to help you as a teacher to translate the objectives with which you are working in a unit into specific means for evaluating student learning.

In each example we have used a two-column format. The left column contains, for each illustration, an objective drawn from the actual content of the curriculum guide. The right column gives one or more samples of the kinds of evaluation techniques (demonstrations, problems, questions) that might be used to assess student accomplishment.

Below is shown a sample of this format for the career development objective discussed previously:

OBJECTIVE

The student can list career opportunities in the health occupations and describe at least one such opportunity.

SAMPLE EVALUATION TECHNIQUES

Oral/written Questions:

Tell me some of the jobs that you have learned about in the health occupations.

Now pick one of them which interests you and tell me about it: the title, the duties, the training needed, the salary range, and possibilities for future advancement.

Project:

Have the student prepare for his notebook a listing of jobs in the health occupations and a description of one of these: title, duties, training needed, salary range, possibilities for advancement.

Quiz the students as appropriate to ensure that he understands the information entered in the notebook.

OBJECTIVES

The student will be able to add and multiply decimals.

SAMPLE EVALUATION TECHNIQUES

Math Puzzle: Complete this chart

4.08	3.1		18.36	4.4
1.2	2.7	<u>5.3</u>	8.8	4.4
3.4	3.0	7.1	2.2	
4.6	5.7	12.4		<u>5.4</u>

(Top line values are products of the middle two lines; bottom line values are the sums of middle two lines).

-o0o-

The student will be able to plan a nutritionally balanced meal.

Written Test: Given a list of foods, write a plan for a nutritionally balanced meal.

Oral/Written: Explain the reasons for the selections above.

-o0o-

The student will be able to find evidence of laws and labels that protect consumers and homemakers.

Project: Find examples in newspaper articles of products that have been found unsafe and/or banned.

Oral/Written Quiz: Describe briefly at least one consumer protection law.

Project: Bring in examples of labels having warnings to protect users.

-o0o-

The student will be able to identify and illustrate: a plane, a line, a line segment, and a ray.

Demonstration: Present the student with a display showing each and ask him to point to them and name them; or, give the names, one at a time, and ask the student to point to the thing named.

Written Quiz: Draw a line, line segment, and ray and label them.

OBJECTIVES

The student will be able to distinguish sentences from non-sentences.

SAMPLE EVALUATION TECHNIQUES

Written Quiz: Given a paragraph containing sentences and non-sentences, have the student indicate each non-sentence (point to; underline; etc.).

Oral/Written Problem: Given the paragraph above, have the student convert the non-sentences into sentences.

Project: Have the student find examples of sentences and non-sentences in magazines and newspaper ads.

-o0o-

The student will be able to identify various shop tools.

Demonstration: Point to various tools and have the student name them; give the names of various tools and have the student point to them.

Written Quiz: Given the names of tools, the students draw a simple sketch of each; given a sheet with pictures of tools, the student writes their names beneath them.

-o0o-

The student will be able to use shop tools with skill.

Demonstration: Have the student demonstrate the use of each tool.

Oral/Written Quiz: Given the names of various tools, ask the student to state or write what it is used for.

-o0o-

The student will be able to demonstrate understanding of the concepts of diffusion, reflection, and refraction.

Demonstration: Given the necessary materials, ask the student to demonstrate diffusion, reflection, and refraction.

Objectives -- Continued

Sample Evaluation Techniques --
Continued

Written Quiz: Ask the student to draw a diagram and label it to show diffusion, reflection, and refraction.

-oOo-

The student will be able to identify geographical features of the city, the country, and other parts of the world through the use of globes, maps, and pictures.

Demonstration: Using a globe or map, have the student point to:

1. three places having high altitude;
2. the origin and termination of a river and its branches;
3. specific lakes;
4. desert regions;
5. specific places (cities, states);
6. the distance between two specific places.

Written Quiz: Given a map of the city, have the student write a set of directions for going from one location to another by car.

Oral/Written Quiz: Prepare a display of pictures of various locations in the world and have the students say or write their identification.

-oOo-

The student will be able to state beneficial and/or harmful effects associated with various drugs.

Oral/Written Quiz: Given a list of drugs, ask the student to:

1. choose one and state how it is or can be harmful;
2. choose one and state how it is or can be beneficial;
3. choose one that has both beneficial and harmful effects and state what these are.

-oOo-

The student will be **more knowledgeable** about the care and feeding of animals.

Oral Quiz:: Ask the student to name an animal and to cite positive and negative factors for its care and feeding.

OBJECTIVES

The student will be able to list one or more outstanding American educators and state one or more of their contributions.

SAMPLE EVALUATION TECHNIQUES

Project Plus Oral Quiz: Ask the student to name as many outstanding American educators as he can. Have the student choose one of them and go to the library to determine one or more contributions, which are to be reported orally upon completion of the library search. The student might also be asked to describe the library search procedure he followed.

-oOo-

The student will be able to demonstrate effective application of safety rules in cooking and dishwashing.

Demonstration: Have the student load, start, and unload a dishwasher and ask him to state orally the safety rules being applied.

Written Quiz: Given a description of or drawings or pictures showing the operation of a stove while cooking, the student should write the better and poorer practices evidenced.

-oOo-

The student will be able to read electric, gas, and water meters.

Written Quiz: Given drawings of meters, label each as an electric, gas, or water meter and write beneath it the value shown on the meter.

Oral Quiz: As above, but student responds orally.

-oOo-

The student will demonstrate knowledge of four electromagnetic devices used by police officers in their work.

Project: Have the student present orally, in writing, or even as a comic strip a brief adventure story involving police officers using electromagnetic devices.

Oral/Written Quiz: Given a list of electromagnetic devices used by policemen, ask the student to state the purpose of at least four of them.